

Best Practice “Teacher Evaluations”

Mr. Steve Baker, Bluffton High School

Mrs. Kathy Sagorsky, Center Grove Community Schools

Mr. Todd Whitlock, Standard For Success

Mrs. Tammy Brothers, Standard For Success

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Employee Evaluation Solutions



**ALL CERTIFIED EMPLOYEES
(AS DEFINED IN IC 20-29-2-4)
MUST BE EVALUATED UNDER
THE NEW LAW.**



TEACHER CONCERNS:

What is this new process going to be?
How will I know how I am doing?
Is this going to interfere with the work
I'm doing with my students?
How could this possibly be helpful?



BUILDING ADMINISTRATOR CONCERNS:

How do I find time?
How do I keep track of all the information?
How do I keep staff moral positive &
professional?
How do I make this whole process meaningful?



DISTRICT CONCERNS:

How do we collect all this data?
How do we manage decision
processes?
How do we maintain consistency?
How do we ensure fidelity and
quality assurance in our process?



Standard For Success
Employee Evaluation Solutions



Providing a Higher *Standard for Success* to Education,
through Technology, focused on Maximizing Student Achievement



System Provides

- Transparency
- Customization
 - Over 200 rubrics for district to use or revise
- Stakeholder input on development
 - Created by IN Educators for IN Educators
- Customer Service
- User-Friendly



Transparency: *Employees know where they stand.....*


Welcome Jimmy Buffett

[STAFF](#) | [WALK-THROUGH](#) | [PRESSING](#) | [DAILY EMAIL](#) | [CALENDAR](#) | [ANALYTICS](#) | [STANDARDS](#)

Fillmore, Sarah [Show Legend](#) - [View as PDF](#)

2014-15 ↓

RISE 2.0 Teacher - 2015
Last Login: Mar 19, 2015 at 10:33am - 28 days ago

[Start New Observation](#)

[Finalization Worksheet](#) (PDFs: [FULL](#) | [EER + SLO](#) | [EER](#))

Professional Development Tasks
[Create New](#) - [View 7 Tasks](#) - [View 14 Activities](#)

Professional Growth Plan
[Create New](#)

Observations - [expand/collapse](#)
[Hide All Dots](#) / [Show All Dots](#)
0 Walk-Throughs - [Summary](#) - [List](#) - [New](#)
Self Assessment in Progress

13	E	Completed on Nov 17, 2014 (viewed) hide/show 2
2	S	Completed on Oct 09, 2014 (viewed) hide/show 3
1	E	Completed on Feb 11, 2015 (viewed) (Sandbox) hide/show 4
2	S	Completed on Feb 11, 2015 (Sandbox) hide/show 5
8	S	In Progress due Apr 10, 2015 (Sandbox) hide/show 6

[Request Outside Evaluator](#)

Student Learning Objectives
[Overview](#) C E

Goals
[Overview](#) G G G

Artifacts
[Create New](#) - [View 4 Artifacts](#) 2 New - [Hide Artifacts](#) A A

DOMAIN 1: PURPOSEFUL PLANNING [Hide](#) | [Hide Text](#) | [Hide Titles](#)

1.1 Utilize Assessment Data To Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at the level of</p> <p style="text-align: right;">A</p>	<p>Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans. 1.1.E.1 2 6</p> <p style="text-align: right;">A</p>	<p>Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above. 1.1.IN.1 4</p> <p style="text-align: right;">A</p>	<p>Teacher rarely or never uses prior assessment data when planning. 1.1.I.1</p>



Transparency: *Employees know where they stand....*

Brenham, Francis Save Short Observation Short Observati

00:00 Start Timer Hide All Domains D1

[10:40] Starting Observation

[10:41] Teacher was..... 2.3.E.2

Student X said "asdfjk"; asdkjkl jfklj jfjt "

T moved around the room.... 2.3.E.2

S left room with litte distrupction to instruction 2.3.IN.4

[10:42] T monitored student work on laptops 2.4.E.2 2.4.IN.3 2.3.IN.2 2.3.E.2 2.3.E.2

[10:43]

2.3 Engage Students In Academic Content

Final (mark once) Preliminary (mark multiple) recalibrate view marks in scripting

Highly Effective	Effective	Improvement Necessary	Ineffect
For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:	3/4 or more of students are actively engaged in content at all times and not off-task 1 4	Fewer than 3/4 of students are engaged in content and many are off-task	Fewer than 3/4 of students are engaged in content and many are off-task
Teacher provides ways to engage with content that significantly promotes student mastery of the objective 1 4	Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective 1 4 6	Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content	Teacher may provide one way of engaging students OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content
Teacher provides differentiated ways of engaging with content specific to individual student needs	Ways of engaging with content reflect different learning modalities or intelligences 1 4	Teacher may miss opportunities to provide ways of differentiating content for student engagement	Teacher does not differentiate instruction to target different learning modalities
The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have something else meaningful to do	Teacher adjusts lesson accordingly to accommodate for student prerequisite skills and knowledge so that all students are engaged 1	Some students may not have the prerequisite skills necessary to fully engage in content and teacher's attempt to modify instruction for these students is limited or not always effective 6	Most students do not have the prerequisite skills necessary to fully engage in content and teacher makes no effort to adjust instruction for these students
Teacher effectively integrates technology as	ELL and IEP students have the appropriate	ELL and IEP students are sometimes given	ELL and IEP students are not provided with

Green and Yellow color coding give instant feedback to proficient and areas needing improvement (think stop light)





Analytics



Staff Needs

All Schools

	In Progress	Reviewing	Completed
Short Observation	3	0	55
Extended Observation	0	3	31

87 staff assigned to this instrument
 61 staff have not been observed this year
 0 staff have been completely finalized for this year

25 - observations completed over last week
 27 - observations completed over last two weeks
 33 - observations completed over last month
 1 - observations currently overdue
 59 - observations that were sent/completed past due date

Show History - explain

DOMAIN 1: PURPOSEFUL PLANNING

15 Staff were marked Less Than Proficient
 67 Staff have not been observed in this strand

HE	E	IN	I	NA	NO	
5	8	1	2		73	1.1 Utilize Assessment Data To Plan
7	15	2			68	1.2 Set Ambitious And Measurable Achievement Goals
4	10	5	0		70	1.3 Develop Standards-Based Unit Plans And Assessments
1	5	10	1		70	1.4 Create Objective-Driven Lesson Plans And Assessments
3	6	2	1		76	1.5 Track Student Data And Analyze Progress

DOMAIN 2: EFFECTIVE INSTRUCTION

15 Staff were marked Less Than Proficient
 68 Staff have not been observed in this strand

HE	E	IN	I	NA	NO	
3	8	8	2		68	2.1 Develop Student Understanding And Mastery Of Lesson Objectives
3	5	7	2		72	2.2 Demonstrate And Clearly Communicate Content Knowledge To Students

Up to the Minute
 Status of Strengths &
 Weaknesses:

- Teachers
- Departments
- Schools
- Districts



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Analytics

QUICKLY IDENTIFY:

- Strengths
- Weaknesses
- Coaching & Mentoring Opportunities

NO MORE GUESSING

DOMAIN 2: EFFECTIVE INSTRUCTION

Show/Hide Names

2.7 Maximize Instructional Time

Highly Effective	Effective	Improvement Necessary	Ineffective
<p>For Level 4, much of the Level 3 evidence is observed during the year, as well as some of the following:</p>	<p>Students arrive on time and are aware of the consequences of arriving late (unexcused) ●6</p>	<p>Some students consistently arrive late (unexcused) for class without consequences</p>	<p>Students may frequently arrive late (unexcused) for class without consequences ●1</p>
<p>Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher ●6</p>	<p>Class starts on-time ●7</p>	<p>Class may consistently start a few minutes late ●1</p>	<p>Teacher may frequently start class late. ●1</p>
<p>Students are always engaged in meaningful work while waiting for the teacher (for example, during attendance) ●7</p>	<p>Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when with minimal prompting from the teacher ●3</p>	<p>Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed ●2</p>	<p>There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times ●2</p>
<p>Students share responsibility for operations and routines and work well together to accomplish these tasks ●4</p>	<p>Students are only ever not engaged in meaningful work for brief periods of time (for example, during attendance) ●9</p>	<p>There is more than a brief period of time when students are left without meaningful work to keep them engaged</p>	<p>There are significant periods of time in which students are not engaged in meaningful work ●2</p>



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Summary Page – detail

2013 RISE 1.0 Teacher



Analytics

DOMAIN 1: PURPOSEFUL PLANNING

Show All Building Staff

1.3: Develop Standards - Based Unit Plans and Assessments

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:

- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)
- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit ●1

Effective

Based on achievement goals, teacher plans units by:

- Identifying content standards that students will master in each unit
- Creating assessments before each unit begins for backwards planning
- Allocating an instructionally appropriate amount of time for each unit ●2

Improvement Necessary

Based on achievement goals, teacher plans units by:

- Identifying content standards that students will master in each unit

Teacher may not:

- Create assessments before each unit begins for backwards planning
- Allocate an instructionally appropriate amount of time for each unit ●2

Ineffective

Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

Shows number in each area. Click on number and shows the staff (pop-up window)

Staff

Based on achievement goals, teacher plans units by:

- Identifying content standards that students will master in each unit
- Teacher may not:**
- Create assessments before each unit begins for backwards planning
 - Allocate an instructionally appropriate amount of time for each unit

[Brenham, Francis](#) (SBEM - Todd Sandbox)

[Shafton, Breasia](#) (SBEM - Todd Sandbox)

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Inter-rater Reliability/Consistency

Evaluator Comparison

2015 RISE 2.0 Teacher

Items underlined in green are one standard deviation above the district average
Items underlined in red are one standard deviation below the district average

- SBEM
- SB21
- SPHM
- District Admins
- Principals
- Assistant Principals
- Evaluators

By Standard

	1.1	1.2	1.3	1.4	1.5	AVE	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	AVE	3.1	3.2	3.3	3.4	3.5	AVE
AVERAGE	3.2	3.0	3.0	2.9	2.9	3.0	2.8	2.8	2.7	2.6	2.7	2.8	2.8	2.5	2.9	2.7	3.3	3.2	3.0	3.0	3.2	3.1
Buffett ()	3.2	3.0	3.0	2.8	2.8	3.0	2.9	2.9	2.8	2.7	3.2	2.7	2.8	2.8	3.4	2.9	3.2	3.3	3.4	3.0	3.0	3.2
Gates Jr. (SB21)	2.8	3.0	2.8	3.2	2.8	2.9	2.6	3.0	2.7	2.7	2.0	2.9	2.7	2.4	2.9	2.7	3.2	2.8	2.5	3.0	3.3	3.0
Griffey ()	3.0	3.0	3.0	3.0		3.0	2.5				<u>4.0</u>				3.0							
Hume ()		3.5	<u>4.0</u>	2.0	3.0	3.2																
McConnell (SBEM)	3.0	3.0	3.0	3.0	3.0	3.0	2.8	2.8	2.7	2.4	3.1	3.0	3.6	2.1	2.8	2.8						
Sandbox (SBEM)	3.1	2.9	2.9	3.0	3.2	3.0	2.6	2.8	2.5	2.3	2.3	2.3	2.3	2.6	2.7	2.5	3.0					3.0
Sandbox ()	3.3	<u>3.8</u>	2.5	3.0	2.5	3.1	2.8	2.9	3.3	2.4		3.5	<u>2.5</u>	<u>4.0</u>	2.9		<u>4.0</u>					<u>4.0</u>
Sandbox ()			3.0	3.0		3.0	3.0	3.5	<u>4.0</u>	3.0	3.0	2.7	3.0	3.0	3.1							
Spencer (SB21)							3.0	2.4	<u>3.0</u>	3.0	3.0	2.8	2.8	3.0	2.5	2.8						

Early Detection of Issues or Incomplete Information

Live data on evaluator ratings

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Analytics

Include Observations Include Artifacts Hide Evaluators Without Observations

Start Date: 05/01/2012 End Date: 04/17/2015

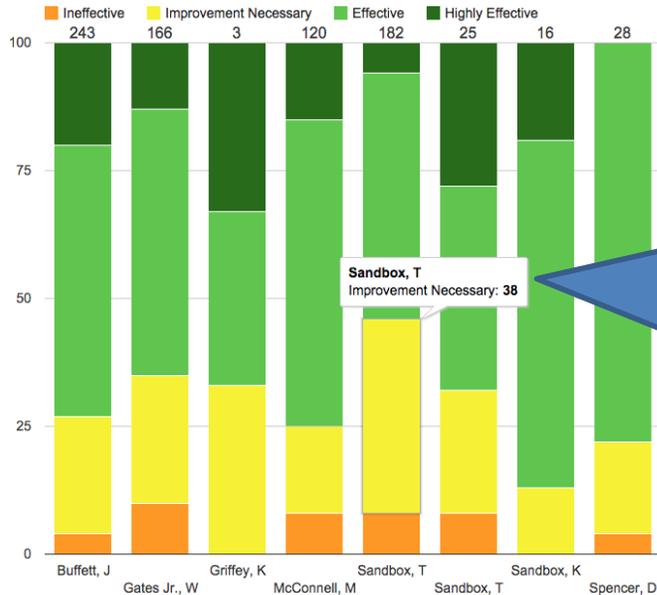
NOTE: Leave the End Date blank if you would like the default to be the current date

RISE 2.0 Teacher

DOMAIN 2: EFFECTIVE INSTRUCTION

<< Previous Domain ... Next Domain >> | Evaluator Comparison | School Comparison | Goto Analytics for...

Go to standard...



Real-time Comparison Reporting Across:

- Evaluators
- Schools

T. Sandbox has rated 38% of clicks as Improvement Necessary

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Analytics

DOMAIN 2: EFFECTIVE INSTRUCTION

<< Previous Domain ... Next Domain >> | [Evaluator Comparison](#) | [School Comparison](#) | [Evaluator Analytics for...](#)

Domain Total

Staff Observed in this Domain by Buffett: 16

This graph shows the percent of staff observed in this domain by Buffett that were marked in each level.



Discussion:

- Evaluator scoring
- PD activities
- Real-Time

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Comparison of School Climate: *what informal data have we collected?*



Analytics

Walk Summary Data 2014-15																															
			The Students Were:							The Teacher Was:																					
Name	Position	Location	On task	Taking a test or quiz	Completing projects	Completing worksheets	Using technologies	Listening and/or responding	Rate Answers	Higher level Answers	Collaborating	Explaining expectations	Direct instruction (lecture)	Individualized instruction	Group instruction	Differentiation of instruction	Modeling	Using effective questioning strategies	Asking higher order questions	Using wait time effectively	Moving among students	Lesson objectives	Standards covered	Visuals in room and lesson	Classroom rules and expectations	Emergency procedures posted	Lesson plans available	Rubrics in use			
Admin, Wane	Principal	SBEM	14	12	11	6	6	4	2	-	1	4	4	5	3	6	9	9	5	4	2	-	3	3	4	8	6	3	3	3	
Andrews, Kelly			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Baker, Steve			-	-	1	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Barnett, John		SB21	1	1	5	-	3	3	-	2	1	2	2	2	2	-	5	3	1	1	-	1	-	-	3	2	3	1	-	-	
Bass, William	Math	SBEM	4	7	5	4	4	3	2	2	1	1	1	3	5	5	6	5	2	3	2	-	2	4	5	7	4	2	-	-	
Bechtold, Mike		SB21	1	-	1	1	2	2	-	-	-	-	-	1	2	-	-	1	2	-	1	2	-	1	1	1	2	1	1	-	
Bennett, Susan		SB21	-	-	1	-	-	-	1	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Blackwell, Jenny	math	SBEM	1	3	2	3	1	-	1	-	-	1	1	1	3	4	-	1	3	2	1	-	-	-	3	2	2	2	2	2	
Blinkerstaff, Harris	science	SBEM	2	2	4	1	2	2	1	-	-	1	-	1	-	-	-	1	-	-	-	-	-	1	-	1	1	-	-	-	-

Do we see trends in departments, teachers, etc?



The SFS Difference.....



Providing a Higher *Standard for Success* to Education, through Technology, focused on Maximizing Student Achievement



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Continuous Improvement

Continuous Improvement: *Teachers.....*


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[STANDARDS](#) | [SELF ASSESSMENT](#) | [LVIS/PGP](#) | [SURVEYS](#)

Summary for Jenny Blackwell

2014-15 | RISE 2.0 Teacher - 100%

Show Legend - View as PDF

Observations

10 Walk-Throughs - Summary - List

- 1 1 Self Assessment In Progress from Mar 08, 2015
- 2 2 S Reopened (viewed) - Sandbox [switch](#)
- 11 1 E Completed on Sep 16, 2014 - Sandbox [switch](#)
- 2 1 S Reopened (viewed) - Sandbox [switch](#)
- 3 1 S Completed on Sep 16, 2014 - Sandbox [switch](#)
- 5 2 E Completed on Aug 14, 2014 - Buffett [hide/show](#) 6
- 21 9 S Completed on Sep 29, 2014 - Sandbox [hide/show](#) 7
- 2 1 E Completed on Sep 16, 2014 - Sandbox [hide/show](#) 8
- 2 1 E Completed on Oct 09, 2014 - Sandbox [hide/show](#) 9
- 11 1 S Completed on Nov 23, 2014 - Sandbox [hide/show](#) 10
- S Completed on Feb 11, 2015 - Sandbox [hide/show](#) 11
- S Completed on Feb 11, 2015 - Sandbox [switch](#)
- S Completed on Feb 11, 2015 - Sandbox [hide/show](#) 12
- 1 2 S Completed on Mar 17, 2015 - Sandbox [hide/show](#) 13
- 1 1 E In Review from Apr 16, 2015 New - Sandbox [hide/show](#) 14

Outside Evaluation - Status: In Progress

[Request Outside Evaluator](#)

[View/Edit Pre-Observation Form for Observation Started Sep 24, 2014](#)

[Complete Midyear Check-In Form](#)

Professional Development Tasks

[View 12 Tasks](#) - [Create New](#)

Artifacts

[Create New](#) - [View 6 Artifacts](#) - [Hide Artifacts](#) 3 4

Student Learning Objectives

[Overview](#) 5

Goals

[Overview](#) 6 7 8

Professional Growth Plan

[View](#)

What are my strengths and weaknesses?

DOMAIN 1: PURPOSEFUL PLANNING

[Hide](#) | [Hide Text](#) | [Hide Titles](#)

1.1 Utilize Assessment Data To Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding. 1.1.HE.1 13 14 15	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans. 1.1.E.1 16 17	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above. 1.1.IN.1	Teacher rarely or never uses prior assessment data when planning. 1.1.I.1

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Continuous
Improvement

Continuous Improvement: *Teachers.....*

 Home Support Forms New Ticket EI Logout Welcome Jenny Blackwell

STANDARDS | SELF ASSESSMENT | LVIS/PGP | SURVEYS |

Blackwell, Jenny

Midyear Check-In Form

Form: Standard ▾

Please complete this questionnaire. Your honesty is appreciated and will encourage a productive conversation about your students' performance and areas for improvement.

Your responses will be made available to your evaluators upon submission and WILL NOT BE EDITABLE.

How are your students progressing toward your Student Learning Objectives? How do you know?

Which students are struggling/exceeding expectations? What are you doing to support them?

What additional resources do you need to support you as you work to achieve your Student Learning Objectives?

Are there any student attendance issues substantial enough to affect your Student Learning Objectives?

1980

1980

Self-reflection and
reporting of progress

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Continuous Improvement

Continuous Improvement: *Teachers....*


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Welcome Jenny Blackwell

[STANDARDS](#) | [SELF ASSESSMENT](#) | [LVIS/PGP](#) | [SURVEYS](#) |

Blackwell, Jenny

Self Assessment

Please select the indicators that best represent where you are at today.

Each click is instantly recorded into the database. Your self-assessment will not be made available to your administrator until you click on the button below. Until then you can return to this assessment at any time and continue or change answers.

[Click Here To Finalize Self Assessment and Make Available to Your Administrator](#)

DOMAIN 1: PURPOSEFUL PLANNING

1.1 Utilize Assessment Data To Plan

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding. 1.1.HE.1	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans. 1.1.E.1	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above. 1.1.IN.1	Teacher rarely or never uses prior assessment data when planning. 1.1.L.1

1.2 Set Ambitious And Measurable Achievement Goals

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable The goal may not: - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

1.3 Develop Standards Based Unit Plans And Assessments

Self-assessment



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Continuous Improvement the missing piece

Continuous Improvement

Home Support Utilities New Ticket SFS Admin Portal Personal Account EI Logout Welcome Jimmy Buffett

STAFF | WALK-THROUGH | PRESSING | DAILY EMAIL | CALENDAR | ANALYTICS | STANDARDS

Blackwell, Jenny - Goals 2015

Standards Currently Marked Less than Proficient

1.3 Develop Standards-Based Unit Plans And Assessments [View Details](#)

Standards Currently Showing Improvement

- 2.1 Develop Student Understanding And Mastery Of Lesson Objectives [View Details](#)
- 2.2 Demonstrate And Clearly Communicate Content Knowledge To Students [View Details](#)
- 2.3 Engage Students In Academic Content [View Details](#)
- 2.6 Develop Higher Level Of Understanding Through Rigorous Instruction And Work [View Details](#)
- 2.7 Maximize Instructional Time [View Details](#)
- 1.1 Utilize Assessment Data To Plan [View Details](#)
- 1.2 Set Ambitious And Measurable Achievement Goals [View Details](#)
- 1.4 Create Objective-Driven Lesson Plans And Assessments [View Details](#)
- 1.5 Track Student Data And Analyze Progress [View Details](#)

Educational change depends on what teachers do and think—it's as simple and as complex as that. (Fullan, 1982, p. 107) The Professional Growth and Performance Plan outlines a process that honors differences among teachers, encourages positive change, and provides concrete support for improving teaching and learning. Teachers and administrators collaborate to review performance on standards, discuss ways to improve teaching and learning, and identify professional growth goals. This process reflects what is known about adult learners.

Professional Growth Plan

Areas of need automatically populate

Reflect, Identify & Plan	
<p>Reflect on how you might link your professional growth goal(s) to the needs found through your evaluation. Target annual professional growth goals that are student results oriented and based on your needs.</p>	<p>Teacher or Teacher/Admin enter data here</p>
	<p>Attach supporting document</p> <p>Choose File No file chosen <input type="button" value="Upload Attachment"/></p>
<p>State Goal 1 using the SMART format - Specific, Measurable, Attainable, Relevant, Time Bound.</p>	<p>First SMART Goal</p>



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Continuous Improvement: ALL EDUCATORS....

Continuous Improvement

Item	Strat	Date
Select Standard E Select Educational Impact Course	Please complete the assigned course with mastery at 80%	Click to Select Date SET THE DUE DATE
Select Standard E Select Educational Impact		Click to Select Date
Select Standard E Select Educational Impact		to Select Date
Select Standard E Select Educational Impact		
Select Standard E Select Educational Impact		
Select Standard E Select Educational Impact		
Staff Signoff: Staff Login: <input type="text"/>		
Admin Signoff: <input type="radio"/> I approve this		
Request Changes: <input type="radio"/> I do not approve		
Admin Comments:		

Educational Impact Course List

Educational Impact

Search by keyword:

[Select this course](#)

1.3 - Standards Based Instruction: From Theory to Practice - Seat Time: 5.5
Experts: Doug Reeves, Jay McTighe, David Coleman
Course Description: When we hear standards, we hear standardization. We automatically seem to think of testing. What do standards do? Do they improve instruction or remove creativity? How do we use standards to drive instruction? Throughout this course, you will be challenged to think about standards in a new way. Consider the importance of using power standards and the need for a paradigm shift. Top educational experts like Doug Reeves, Jay McTighe and David Coleman are featured.

[Select this course](#)

1.3 - Standards Based Instruction: From Theory to Practice - Seat Time: 5.5
Experts: Doug Reeves, Jay McTighe, David Coleman
Course Description: When we hear standards, we hear standardization. We automatically seem to think of testing. What do standards do? Do they improve instruction or remove creativity? How do we use standards to drive instruction? Throughout this course, you will be challenged to think about standards in a new way. Consider the importance of using power standards and the need for a paradigm shift. Top educational experts like Doug Reeves, Jay McTighe and David Coleman are featured.

Set the course of study

Online on-demand Professional development

- Videos
- Journaling
- Assessment
- Mastery Learning



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Continuous Improvement: *ALL EDUCATORS....*

Continuous Improvement

Current Course: 2:3-Student Engagement Strategies for Intermediate Teachers

Standard / Module: 2:3 Engage Students In Academic Content...

Staff Signoff: Staff Login: jimmy
 Admin Signoff: I approve this T & T Professional Growth Plan as a
 Request Changes: I do not approve of this T & T Professional Growth Plan
 Admin Comments:

Strategy: you are enrolled in a course, your assignments are listed below.

COMPLETE	ASSIGNMENT TYPE	TITLE	EST. TIME minutes	DUE DATE (If Applicable)	ARCHIVE
<input type="checkbox"/>	Reading	How to complete your assignments	5:00		<input type="checkbox"/>
<input type="checkbox"/>	Overview	YOUR COURSE ASSIGNMENTS			<input type="checkbox"/>
<input type="checkbox"/>	Instructor Journal	Getting Started	10:00		<input type="checkbox"/>
<input type="checkbox"/>	Overview	UNIT 1: WHAT IS ENGAGEMENT?			<input type="checkbox"/>
<input type="checkbox"/>	EI Video Assignment	Charlotte Danielson explains student engagement	05:15		<input type="checkbox"/>
<input type="checkbox"/>	Discussion Board	Same or Different?	20:00		<input type="checkbox"/>
<input type="checkbox"/>	Instructor Journal	23 Active Learning Strategies	30:00		<input type="checkbox"/>
<input type="checkbox"/>	Overview	UNIT 2: QUESTIONING AND DISCUSSION TECHNIQUES			<input type="checkbox"/>
<input type="checkbox"/>	EI Video Assignment	Charlotte Danielson explains elements of good questioning techniques	09:15		<input type="checkbox"/>
<input type="checkbox"/>	EI Video Assignment	Creating challenging activities	03:03		<input type="checkbox"/>
<input type="checkbox"/>	Instructor Journal	Bloom's Taxonomy	20:00		<input type="checkbox"/>
<input type="checkbox"/>	Overview	UNIT 3: PROJECT BASED LEARNING			<input type="checkbox"/>
<input type="checkbox"/>	Discussion Board	Have you tried project-based learning?	20:00		<input type="checkbox"/>
<input type="checkbox"/>	EI Video Assignment	Inspire and Engage Your Students with Project Based Learning	31:12		<input type="checkbox"/>
<input type="checkbox"/>	EI Video Assignment	Embracing Your Role as a Facilitator	11:09		<input type="checkbox"/>
<input type="checkbox"/>	EI Video Assignment	Project Based Learning in Action	21:16		<input type="checkbox"/>
<input type="checkbox"/>	EI Video Assignment	Assessing Project Based Learning	19:10		<input type="checkbox"/>
<input type="checkbox"/>	EI Assessment	Promoting Engagement and Relevancy Through Project Based Learning	20:00		<input type="checkbox"/>
<input type="checkbox"/>	Overview	UNIT 4: CLASSROOM EXAMPLES			<input type="checkbox"/>
<input type="checkbox"/>	Discussion Board	Intermediate Classroom Examples	107:10		<input type="checkbox"/>
<input type="checkbox"/>	Instructor Journal	SUMMARY: Your students will thank you	20:00		<input type="checkbox"/>
<input type="checkbox"/>	Instructor Journal	Rate this course	5:00		<input type="checkbox"/>
<input type="checkbox"/>	Certificate	2:3-Student Engagement Strategies for Intermediate Teachers	06:00:00		<input type="checkbox"/>

Teacher or Administrator is enrolled in course



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Streamlining the process

- Data collection and management
- SLO Creation and Tracking
- Professional Growth Point (PGP) Tracking and integration into LVIS
- Finalization process
- Status report for uploading to IDOE
- Audit report data for districts and IDOE

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Employee Evaluation Solutions



The SFS **Technology** Difference for Teacher Evaluations...Streamline Process for SLO Creation & Tracking

Steps Highlighted in Blue

Assessment from the District Approved Assessment Matrix for the appropriate course and fill in the mastery score and title below.

Subject/Period	3 math
Assessment	teacher created
Mastery Score	80%

High Level Preparedness	7
Medium Level Preparedness	11
Low Level Preparedness	5
Total of Students	23

Analysis

Analysis of Student Data that documents each student and their level of preparedness, along with the data used to make the determination.

Level	Suggested Guidelines	Class Objective Defined	Total in Category	Target
High (4): All students' starting points, the majority achieve an exceptional number of content mastery.	All students in high and medium and most students in low achieve content mastery.	High: 7 Medium: 11 Low: 3	7 11 5	At least 21 / 23 91%
Medium (3): All students' starting points, the majority achieve a significant number of content mastery.	All students in high, almost all in medium, and many in low achieve content mastery.	High: 7 Medium: 9 Low: 3	7 11 5	At least 19 / 23 82%
Low (2): Some students' starting points, the majority do not achieve content mastery.	Most students in high and medium, and few in low achieve content mastery.	High: 5 Medium: 8 Low: 2	7 11 5	At least 15 / 23 65%
Very Low (1): Few students' starting points, few achieve content mastery.	Few or no students achieve content mastery.			Less than 65%

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The SFS **Technology** Difference for Teacher Evaluations...Track License Renewal for LVIS

LVIS/PGP Activities To Date 2014-15 Printable PDF Version - Export to Spreadsheet

July 1, 2014 to June 30, 2015

Date	Category	Title	Hours	Status
Aug 12, 2014	In Service	Tuesday View PDT	1	Approved by Sandbox Aug 27, 2014
Aug 12, 2014	In Service	Tuesday View PDT	1	Approved by Sandbox Aug 27, 2014
Sep 03, 2014	Professional Conference	Conference View PDT	6	Approved by Buffett Sep 02, 2014
Sep 09, 2014	In Service	Conference View PDT	2	Approved by Buffett Aug 29, 2014
Sep 23, 2014	In Service	In-service View PDT	2	Approved by Buffett Sep 29, 2014
Nov 05, 2014	Professional Conference	Conference View PDT	5	Approved by Buffett Nov 11, 2014
Nov 11, 2014	Professional Conference	Conf View PDT	6	Approved by Sandbox Nov 17, 2014
Nov 12, 2014	Mentoring New Educator	Professional Development View PDT	6	Approved by Sandbox Nov 17, 2014
Feb 23, 2015	Professional Conference	Safety Workshop View PDT	6	Approved by Buffett Feb 25, 2015
Mar 06, 2015	College Credit	Summer Masters Class View PDT	3	Approved by Gates Jr. Mar 06, 2015
Apr 04, 2015	Curriculum Development	PD NSDLT View PDT	1	Approved by Buffett Apr 08, 2015
Apr 06, 2015	Professional Conference	Safety Conf View PDT	6	Approved by Buffett Apr 02, 2015
Apr 07, 2015	Professional Conference	My PD Task View PDT	1	Approved by Buffett Apr 08, 2015
Apr 09, 2015	Professional Program/Committee	PD Summer View PDT	1	Approved by Sandbox Apr 08, 2015
TOTAL APPROVED HOURS			47	

List of Approved Local Activities – Easy import into LVIS

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The SFS Technology Difference for Teacher Evaluations...Finalization

Home Support Utilities New Ticket SFS Admin Portal Personal Account EI Logout Welcome Jimmy Buffett

STAFF | WALK-THROUGH | PRESSING | DAILY EMAIL | CALENDAR | ANALYTICS | STANDARDS

Blackwell, Jenny - Group 2

Finalization Worksheet - 2014/2015

Employee Effectiveness Rubric:	3.01	60.0%	1.81	80%	2.41
Click Here to Calculate EER					
Student Learning Objectives:	3.0	0.45		20%	0.60
CLO - Incomplete					
School-Wide Learning Measure:	4.0	3.0%			
Individual Growth Model:	3.0	20.0%	0.6		

Final Rating: 3.06 Effective Estimated EER: 3.06

Range	Rating
3.50 to 4.00	Highly Effective
2.50 to 3.49	Effective
1.75 to 2.49	Improvement Necessary
less than 1.75	Ineffective

Final Comments

Custom

Test

Test Evaluation

Goals

Share Data With Jenny Blackwell

- Share All Finalization Data, Comments, and Scores (3.06)
- Share Comments and Estimated Score EER - SLO (3.01)
- Share Comments and EER Score Only (3.01)
- Do Not Share Any Finalization Data At This Time

Can Calculate Rubric Score based on ALL data collected

All Local Components on finalization worksheet

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Employee Evaluation Solutions



The SFS **Technology** Difference for Teacher Evaluations...Finalization

Finalization Worksheet - 2014/2015					
Employee Effectiveness Rubric:	3.01	60.0%	1.81		
Click Here to Calculate EER				80%	2.41
Student Learning Objectives:	3.0	0.45		20%	0.60
CLO - Incomplete					
School-Wide Learning Measure:	4.0	5.0%			
Individual Growth Model:	3.0	20.0%	0.6		
Final Rating:			3.06	Effective	Estimated EER = 2.41
Range		Rating			
3.50 to 4.00		Highly Effective			

Can Calculate Rubric Score based on ALL data collected

For each of the standards below you are to use your best professional judgement to assign a **EER SCORE**.

[Commit EER Scores to the Database and Return to the Finalization Worksheet](#)

DOMAIN 1: PURPOSEFUL PLANNING SCORE [] - Average of Standards 2.30				
1.1 Utilize Assessment Data To Plan Hide All Show Text				
STANDARD SCORE (0.2) ●4 ●3 ●2 ●1				
Highly Effective	Effective	Improvement Necessary	Ineffective	
⊖ ⊕	⊖ ⊕ ⊕	⊖		
1.2 Set Ambitious And Measurable Achievement Goals Hide All Show Text				
STANDARD SCORE (0.3) ●4 ●3 ●2 ●1				
Highly Effective	Effective	Improvement Necessary		Ineffective
⊕	⊖ ⊕ ⊕ ⊕			
1.3 Develop Standards-Based Unit Plans And Assessments				
STANDARD SCORE (0.3) ●4 ●3 ●2 ●1				
Highly Effective	Effective	Improvement Necessary		Ineffective
⊖	⊖ ⊕ ⊕			

Make Professional Judgment of Rating

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The SFS Technology Difference for Teacher Evaluations...Finalization

Home Support Utilities New Ticket SFS Admin Portal Personal Account E! Logout Welcome Jimmy Buffett

STAFF | WALK-THROUGH | PRESSING | DAILY EMAIL | CALENDAR | ANALYTICS | STANDARDS

Blackwell, Jenny - Group 2

Finalization Worksheet - 2014/2015

Employee Effectiveness Rubric:	3.01	60.0%	1.81	80%	2.41
Click Here to Calculate EER					
Student Learning Objectives:	3.0	15.0%	0.45	20%	0.60
CLO - Incomplete					
School-Wide Learning Measure:	4.0	5.0%	0.2		
Individual Growth Model:	3.0	20.0%	0.6		
Final Rating:		3.06	Effective	Estimated Score:	
				EER + SLO	
				3.01	

Range	Rating
3.50 to 4.00	Highly Effective
2.50 to 3.49	Effective
1.75 to 2.49	Improvement Necessary
less than 1.75	Ineffective

Final Comments

Custom Fields

Test Eval

Test Eval Comment

Goals

Share Data With Jenny Blackwell

- Share All Finalization Data, Comments, and Scores (3.06)
- Share Comments and Estimated Score EER + SLO (3.01)
- Share Comments and EER Score Only (3.01)
- Do Not Share Any Finalization Data At This Time

Admin can share Rubric score and other components before end of school

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The SFS Technology Difference for Teacher Evaluations...Finalization

Blackwell, Jenny
FY 2014/2015

Finalization Worksheet

Printed: April 19, 2015 at 3:21pm



Sandbox Community Schools
"Building Brighter Futures"

Employee Effectiveness Rubric (EER)

	Rating	Weight	Weighted Rating
DOMAIN 1: PURPOSEFUL PLANNING	3.10	X 0.10	0.31
DOMAIN 2: EFFECTIVE INSTRUCTION	3.00	X 0.75	2.25
DOMAIN 3: TEACHER LEADERSHIP	3.00	X 0.15	0.45
DOMAIN 4: CORE PROFESSIONALISM			-0.25
Final EER Score			2.76

Finalization Worksheet - Group 2

Component	Raw Score	Weight	Weighted Score
Employee Effectiveness Rubric	2.76	X 0.60	1.66
Individual Growth Model	3.00	X 0.20	0.60
Student Learning Outcome	3.00	X 0.15	0.45
School-Wide Learning Measure	4.00	X 0.05	0.20
Sum of the Weighted Scores			2.91
Final Rating			Effective

Rating	Range
Highly Effective	3.50 to 4.00
Effective	2.50 to 3.49
Improvement Necessary	1.75 to 2.49
Ineffective	less than 1.75

After all the calculations are done and teachers are rated

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The SFS Technology Difference for Teacher Evaluations...Finalization

Status of Every employee is available for export to IDOE and historically available to the school



Staff Finalization Status 2014-15 - View Historic Ratings

Certified Staff Classified Staff

D1, D2, D3, ... refers to Domain 1 score, Domain 2 score, ...
SD refers to the Special Domain, known in many districts as Core Professionalism

Update Sharing Status

Name	Location	Employee #	Payroll ID	Group	D1	D2	D3	SD	EER	SLO	SWLM	IGM	SLG	Final	Rating	Current Sharing Status	Finalized	PDF	Primary	Rubric
Bechtold, Mike	SB21	0	0	Group 2	3.5	3.5	4.0	0.0	3.58	3.20	4.00	0.00	555.00	2.83	Effective	<input checked="" type="radio"/> All <input type="radio"/> Estimate <input type="radio"/> EER Only <input type="radio"/> none		PDF	Bennett	RISE 2.0 Teacher
Bass, William	SBEM	11	12324	Group 2	3.6	3.2	3.0	0.0	3.21	2.80	4.00	4.00	555.00	3.35	Effective	<input checked="" type="radio"/> All <input type="radio"/> Estimate <input type="radio"/> EER Only <input type="radio"/> none		PDF	Sandbox	RISE 2.0 Teacher
Blinkerstaff, Harris	SBEM	0	0	Group 2	3.5	3.0	3.4	0.0	3.11	3.00	4.00	3.00	555.00	3.12	Effective	<input type="radio"/> All <input type="radio"/> Estimate <input type="radio"/> EER Only <input type="radio"/> none		PDF	Buffett	RISE 2.0 Teacher
Chandler, Malissa	SB21	0	0	Group 2	4.0	2.67	2.6	0.0	2.79	3.00	4.00	3.00	555.00	2.92	Effective	<input type="radio"/> All <input type="radio"/> Estimate <input type="radio"/> EER Only <input checked="" type="radio"/> none		PDF	Sandbox	RISE 2.0 Teacher
Blackwell, Jenny	SBEM	02	0	Group 2	3.1	3.0	3.0	-0.25	2.76	3.00	4.00	3.00	555.00	2.91	Effective	<input type="radio"/> All <input type="radio"/> Estimate <input type="radio"/> EER Only <input type="radio"/> none		PDF	Sandbox	RISE 2.0 Teacher
Fillmore, Sarah	SB21	0	0	Group 2	3.0	2.6	3.2	0.0	2.73	4.00	4.00	2.80	555.00	3.00	Effective	<input type="radio"/> All <input type="radio"/> Estimate <input type="radio"/> EER Only <input type="radio"/> none		PDF	Sandbox	RISE 2.0 Teacher
Barnett, John	SB21	0	0	Group 2	2.0	1.0	1.0	0.0	1.30	3.00	4.00	2.00	555.00	3.37	Effective	<input type="radio"/> All <input type="radio"/> Estimate <input type="radio"/> EER Only <input type="radio"/> none		PDF	Sandbox	RISE 2.0 Teacher
Admin, Wane	SBEM	00	0	Group 2	0.0	0.0	0.0	0.0	3.45	4.00	0.00	0.00	555.00	0.72	Ineffective	<input type="radio"/> All <input type="radio"/> Estimate <input type="radio"/> EER Only <input type="radio"/> none				RISE 2.0 Teacher

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The SFS **Technology** Difference for Teacher Evaluations...

Without SFS Technology

- **15-20 Hours** per teacher to complete process each year

Cost Justification:

- 50 Teachers per School
- 10 Schools per District
- 10 Hours Saved per Teacher
- \$50 per Administrator Hour



With SFS Technology

- **8 Hours** per teacher to complete process each year

\$250k
per Year
Savings

*based on study done by SFS school

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Employee Evaluation Solutions



**ALL CERTIFIED EMPLOYEES
(AS DEFINED IN IC 20-29-2-4)
MUST BE EVALUATED UNDER
THE NEW LAW.**

TEACHER CONCERNS:

What is this new process going to be?
How will I know how I am doing?
Is this going to interfere with the work
I'm doing with my students?
How could this possibly be helpful?

BUILDING ADMINISTRATOR CONCERNS:

How do I find time?
How do I keep track of all the information?
How do I keep staff moral positive &
professional?
How do I make this whole process meaningful?

DISTRICT CONCERNS:

How do we collect all this data?
How do we manage decision
processes?
How do we maintain consistency?
How do we ensure fidelity and
quality assurance in our process?



Standard For Success
Employee Evaluation Solutions



Research and evaluation of
the teacher effectiveness
implementation.



Common readiness and end
of course assessments in
non-tested subject for value
added teacher evaluation
data.



Streamlined reporting for
Teacher Effectiveness
Audits, reporting, and
license renewal



Educational Impact

Connecting evaluation results
to targeted PD aligned to your
teacher or administrator
standards utilizing Charlotte
Danielson, Bob Marzano,
Harvey Silver, Richard Strong,
Willard Daggett, and many
others.



Providing a Higher *Standard for Success* to Education,
through Technology, focused on Maximizing Student Achievement



Observe National Board Certified teachers
exhibiting best practices in the classroom.
Featuring over 20 different topics, including
Safety, State Mandated Trainings, Curriculum
and Instruction. Online communities and the
ability to upload locally created content.

